



Organization: ALIEF ISD
 Campus/Site: N/A
 Vendor ID: 1746000019

County District: 101903
 ESC Region: 04
 School Year: 2023-2024

SAS#: TSSGAA24

2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

**General Information
 GS2000 - Certify and Submit**

Due: 04/02/2024 11:59 PM
 Application Status: Submitted

Amendment #: 00
 Version #: 01

Description	Required	Status	Last Update
General Information			
GS2100 - Applicant Information	*	Complete	03/27/2024 08:46 AM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	03/27/2024 08:47 AM
PS3014 - Program Narrative	*	Complete	04/01/2024 09:35 AM
Program Budget			
BS6001 - Program Budget Summary and Support		New	
BS6101 - Payroll Costs		New	
BS6201 - Professional and Contracted Services		New	
BS6401 - Other Operating Costs		New	
BS6501 - Debt Services		New	
BS6601 - Capital Outlay		New	
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	04/01/2024 08:01 AM

Certification and Incorporation Statement

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations; application guidelines and instructions; the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules submitted. It is understood by the applicant that this application constitutes an offer and, if accepted by the Texas Education Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official

Select Contact: or

First Name: Leticia Initial: Last Name: Guzman Title: Director, Federal Programs and Grants
 Phone: 281-498-8110 Ext: E-Mail: leticia.guzman2@aliefisd.net

Submitter Information

First Name: Leticia Last Name: Guzman
 Approval ID: leticia.guzman3 Submit Date and Time: 04/01/2024 03:52:45 PM



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**General Information
 GS2100 - Applicant Information**

Part 1: Organization Information

A. Applicant		
Organization Name: ALIEF ISD		
Mailing Address Line 1: P O BOX 68		
Mailing Address Line 2:		
City: ALIEF	State: TX	Zip Code: 77411

B. Unique Entity Identifier (SAM)
UEI (SAM):

Part 2: Applicant Contacts

A. Primary Contact			Select Contact:	Select One	or	Add New Contact
First Name: Tangela	Initial:	Last Name: Hughes-Beston				
Title: Director of Human Resources						
Telephone: 281-498-8110	Ext.:	E-Mail: tangela.hughes-beston@aliefisd.net				

B. Secondary Contact			Select Contact:	Select One	or	Add New Contact
First Name: Astrid	Initial:	Last Name: Alvarez				
Title: Federal Programs Specialist						
Telephone: 281-498-8110	Ext.:	E-Mail: Astrid.Alvarez@aliefisd.net				



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Program Description PS3013 - Program Plan

A. Standard Statutory/Program Assurances

1. The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances. Selecting all assurances is required.
- The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this IDC will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
 - The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
 - The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program Program Guidelines.
 - The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
 - The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 Texas Administrative Code (TAC) 206, 1 TAC Chapter 213, Federal Section 508 standards, and the Web Content Accessibility Guidelines (WCAG) 2.0 level AA.

B. Program Assurances Regarding Applicant-EPP Partnership

1. The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances. Selecting all assurances is required.
- A. The applicant must assure that they have a signed letter of commitment with an educator preparation program included on the Vetted Teacher Residency Program list. The letter should confirm the partnership with the applicant for year-long residencies, and the EPP's commitment to strategic staffing efforts and partnership responsibilities outlined in the grant assurances.
 - B. The applicant must assure that they will hold structured governance meetings with their EPP partner at least quarterly to analyze teacher resident data and develop plans for teacher residency continuous improvement during the SY 25-26 residency implementation year.
 - C. The applicant must assure that they will provide preferential hiring, to the greatest extent possible, to teacher residents who have successfully completed the teacher residency program and received standard certification.
 - D. The applicant must assure that they will report the following data to TEA during the SY 25-26 grant implementation year: I. Number of teacher residents participating in the year-long teacher residency, II. Demographics of teacher residents participating in the program, III. Number and type of teacher certifications awarded to teacher residents IV. Selected staffing models implemented



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Program Description PS3013 - Program Plan

C. Texas Strategic Staffing (TSS) Technical Assistance for Design and Implementation and Shared District/Charter and EPP

Assurances

1. The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances. Selecting all assurances is required.
 - A. The applicant and their EPP partner(s) assure to sign a letter of commitment or an established memorandum of understanding (MOU) with the regional Texas Strategic Staffing technical assistance provider or, where necessary, TEA appointed technical assistance provider.
 - B. The applicant must assure that the lead point-person would be engaged in all the strategic staffing responsibilities during the design and implementation year, including coordinating with other key district/charter leadership at various points of the design process, and manage implementation year.
 - C. The applicant must assure they will work closely with a technical assistance provider for the 24-25 and 25-26 school years to make key decisions and design structures that enable internal capacity to continue the strategic staffing models without the support of the technical assistance provider in SY 2026-2027 and beyond.
 - D. The applicant and their partner EPP(s) must assure they will set shared goals for district/charter paid resident placements in mutually beneficial staffing model positions.
 - E. The applicant and EPP partner must assure that the teacher resident year-long clinical teaching assignment provides candidates with one full school year of clinical teaching, to include the first and last day of school, in a classroom with a qualified host teacher in the classroom teaching assignment(s) that matches the certification category sought by the candidate. The residency must include a minimum of 750 hours in total, with a minimum of 21 hours per week during a school week that does not include closures or disruptions, and the program must document reduced clinical experience hours during weeks with closures or disruptions. (Please note: Updates to this requirement may occur pending State Board of Educator Certification (SBEC) revisions to Texas Administrative Code establishing rules for vetted residency programs. Requirements for the residency experience will align with any rules adopted into TAC for 24-25 or 25-26.)
 - F. The applicant and EPP partner must assure that they will provide training and support in mentorship and co-teaching best practices for host teachers.
 - G. The applicant and EPP partner must assure that they will adhere to all educator preparation program requirements in the Texas Administrative Code (TAC).
 - H. The applicant must assure that a designated team of district/charter, campus, and partner EPP-level leaders will actively participate in strategic staffing model training and technical assistance support activities beginning in SY 2024-2025. The designated team must include at least one district/charter and EPP-level leader and a selected set of leaders from each campus on which teacher residents are placed.
 - I. The applicant and EPP must attend sustainability meetings with their technical assistance provider each semester of SY 2025-2026 implementation year in order to determine sustainable strategic staffing model and funding sources after the life of the grant.
 - J. The applicant must assure that they will design and implement a strategic staffing model plan that will ensure that the teacher residency model will be sustainable, fully-funded by district/charter dollars, by SY 2025-2026. The plan must include sustainable funding for teacher resident stipends/salaries.

D. Program Assurances Regarding High-Quality, Sustainable Residency Funding

1. The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances. Selecting all assurances is required.
 - A. The applicant must assure that they will provide each teacher resident placed within the district/charter a stipend. Districts/Charters will work with their EPP to mutually agree on a stipend amount. The minimum recommended stipend amount per resident is \$10,000-\$12,000 per year; districts and EPPs should make a good faith effort to get as close as possible to (or higher than) the recommended stipend amount.
 - B. The applicant must assure that they will allocate and use the residency and strategic staffing implementation funding specifically for program specific requirements.



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Program Description PS3014 - Program Narrative

Please include complete responses for each question below.

A. Summary of Program

1. Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

Alief ISD's mission is to increase our opportunities to work with EPPs to recruit residents for high needs areas. Strategic Staffing is essential to continuing a strong pipeline of teachers for our district. It lays the foundation to promote optimal student learning, achievement, and life outcomes. It is essential that we have a way to sustain partnerships with our EPPs and support the teacher residents while they are with our district. In this case, there is a need to have a Talent Specialist to fill the role of managing and designing systems to support the success of our residency programs. Research shows residents are up to 70% more likely to be retained over time, committing to the districts that invested in them. Additionally, this leads to a great deal of financial savings; however, the biggest benefactors are our students. There is a need to have a person dedicated to this work, who can focus on a needs-driven approach and ensure that a strategic staffing model can be sustained over time.

B. Qualifications and Experience for Key Personnel

1. Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the position is existing or proposed.

The primary project employee (Talent Specialist) will lead the work with supporting management of the teacher resident pathway in the district for the two years of the grant in SY 2024-2025 and SY 2025-2026.

Qualifications:

High School Diploma or Associates Degree

Organized with clear communication skills

Microsoft Office Proficient

Experience:

working in a school/ district setting for understanding of how various departments work towards common goals

background with customer service and front facing with clientele

The position is proposed and does not currently exist.

C. Goals, Objectives and Strategies

1. Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

The major goals and objectives of the proposed program is to create high-quality sustainable teacher residencies, while providing short and long-term solutions to instructional staffing shortages. The strategy used to meet this goal is to hire a Talent Specialist to manage the teacher residency programs with all EPPs. This Talent Specialist will be responsible for communication with EPPs and Residents to ensure quality follow through with processes, tracking student progress, design support systems and touch points with residents, tracking and monitoring the effectiveness of implemented staffing models, and ensuring resident pay is managed.

2. If needed, use this space to continue the Goals, Objectives and Strategies response. Enter N/A if the additional space is not needed.

N/A



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Program Description PS3014 - Program Narrative

D. Performance and Evaluation Measures

1. Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

The performance measures are as follows:

Allotted Local Budget- Successfully planning with the EPP and creating a feasible financial plan to sustain the residency pathways.

Mentor and EPP Supervisor Feedback- We will measure the quality of the preparation of teacher candidates with a full year of readiness/ ready to hire.

Resident Teacher Retention Data- We will measure teacher retentions rates. Success in this area would look like increased retention of new teachers due to quality preparation and connectedness to students and the school community, and increased retention of our most effective teachers through leadership due to opportunities in paid mentor teacher roles

Student Performance Data- This measure will provide us am understanding of how overall teacher retention contributes to student success and reduces costs to the district because of turnover.

E. Budget Narrative

1. Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

The proposed budget request will meet the need for staffing. We intend to hire a Talent Specialist who will aid in meeting the needs of the Alief Teacher Residency program specifically by:

Providing a dedicated person responsible for program productivity, to follow through with set goals and monitoring of priorities

Staying on top of daily tasks, keep track of schedules/ deadlines, and communicate clearly about program expectations

Being responsible for overseeing program tasks, planning schedules and orientation, meeting deadlines

Ensuring that required documentations is complete, submitting hiring documents and managing finances for teacher residents and mentors

2. If needed, use this space to continue the Budget Narrative response. Enter N/A if the additional space is not needed.

N/A



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Program Description PS3014 - Program Narrative

F. Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. This section takes the place of the budget schedules during the initial submission process. If selected for award, applicants will be required to budget planned expenditures in the budget schedules provided by eGrants during negotiations.

1. Payroll Costs-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

Hiring a new Talent Specialist. This will include salary and benefits for two years. - 80,000

2. Professional and Contracted Services-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

N/A

3. Supplies and Materials-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

N/A

4. Other Operating Costs-Include a description of the cost(s) and a dollar amount. If you will not be budgeting in this class/object code, please enter "N/A" or "\$0."

N/A

5. Total Grant Award Requested- Be sure to include the sum of the amounts in all class/object codes and any administrative costs in this total. Only a dollar amount will be accepted for this answer.

80,000



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Program Description PS3014 - Program Narrative

G. TEA Program Requirements

1. 1. Description of instructional and talent development needs and strategies: The program elements describe how teacher residencies will be made sustainable through strategic staffing models where residents support other instructional needs in the district/charter, such as substitute teaching or para-professional responsibilities (among other options). Describe the instructional and talent pipeline needs of your LEA. a. What vacancies (if any) exist in your district? b. What other instructional needs exist? How could residencies address this issue? (e.g., Tutoring support, small group Tier I support, etc.) c. How do paid teacher residencies fit into your broader talent strategy this year? For the next five years?

a. Alief ISD has vacancies in high-need areas such as Bilingual and Special Education throughout the year. There is also a high turnover rate for teachers, which causes the district to have to search for and attempt to hire new educators at the end of every school year. However, with the nation-wide teacher shortage, Alief ISD has had to rely more and more on the limited number of available associate teachers to fill these vacancies.
b. Alief ISD is an urban school district with 100% of the campus being Title I, and our Special Education student population has grown from 7% to 14% and will continue to grow. Our ELL population is at 57.6% which is double what the state is at over 23%. In order to provide an equitable education, we need to hire, train, and retain teacher talent specialized in these areas that can meet the needs of these students. Obtaining teacher residents would allow us to grow our educator workforce capacity. After giving them research-based pedagogical training and educating them on best practices, residents will be able to support our high-risk student populations with small group instruction and tutoring.
c. Alief ISD is dedicated to "growing our own" and has sought university-based programs to recruit student teachers and degreed paraprofessionals to become certified teachers in high need and hard to fill areas. These residencies do not just provide robust training and classroom experience, they cultivate coping and resilience strategies

2. If needed, use this space to continue the previous response. Enter N/A if the additional space is not needed.

in the face of professional challenges and setbacks and fosters communities of practice through responsive and tailored co-teaching and mentorship support. Our district not only prepares future certified educators so that they can begin working with students in a more permanent, full-time capacity, but also strives to recruit these candidates as priority hires. We will continue to support paid teacher residents for the next five or more years as we depend on them not only to fill vacancies in high-need areas, but also to ensure our students are taught by individuals well versed in the Alief way.

3. 2. Commitment of local resources: Please review the Program Elements section of the program guidelines. How will you, alongside your partner EPP, commit resources and time to 1) the year-long design process and 2) the implementation support year? Please share the following information: a. Who from the district/charter will be leading this work? Is their role a new or existing one? b. How does their role fit into broader talent management at your district? c. How will you track and maintain evidence of this district/charter lead's time? d. What will the person in this role do after the grant ends? How might you fund this role after the grant ends?

a. In Alief ISD the Director of Human Resources has always been responsible for leading this work as part of all the other responsibilities such as Employee Relations, Talend Aquisition, Development, and Retentions, along with all other HR Director duties supporting 48 campuses. We are seeking this grant to have a Talent Specialist who will be focused on Strategic Staffing and make paid student teacher residency their main priority. The Talent Specialist role will be a new one.
b. Currently the Director of Human Resources in Alief ISD is responsible for leading all aspect of HR which includes Employee Relations, Talend Aquisition, Development, and Retentions, grant writing, along with all other HR Director duties supporting 48 campuses. This new role of Talent specialist would focus on Talent acquisition, training, management, and retention of student teachers and student teacher paid residents.
c. How will you track and maintain evidence of this district/charter lead's time? The Talent Specialist (lead) will meet with the HR Director to discuss expectations and bi-weekly goals of campus visits and observations of paid student residents. The lead will share the calendar with HR Director and calendar all campus visits a month ahead of time. The bi-weekly check-ins will include debriefs of the observations and how well the paid student residents are progressing along with areas of support needed and additional training that they may need to attend based on feedback.

4. If needed, use this space to continue the previous response. Enter N/A if the additional space is not needed.

The lead will also calendar interviews to be conducted with mentors and principals of the paid student residents which will be shared with the HR Director to improve the overall experience of paid student residency.

d. The Talent Specialist will continue in this role because Alief ISD is committed to continuing to host student teachers and paid student residents as we know this human talent is critical to our teacher pipeline. Alief ISD is committed to keeping this position; therefore, we are seeking other grants, such as the Houston Endowment, to help us maintain it.



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Program Description PS3014 - Program Narrative

5. 3. Description of partnership foundations: Applicants may have one or more EPP partners from the 2023-2024 Vetted Teacher Residency Program List (link located on TEA Grant Opportunities page). Please list your partner(s) and the following partnership foundations information: a. If applicable, how many years have you been engaged in a residency partnership? If the EPP partnership is new, how did your LEA staff decide to partner with this EPP? b. If applicable, how many residents have you placed each year of that partnership?

Alief ISD has partnered with both University of Houston and University of Houston-Downtown to place paid students teachers. On top of this, the district has partnered with the University of Houston and NCRED to participate in a grant funded program that focuses on developing Para Educators of color with a bachelor's degree an alternative, teacher residency pathway leading to EC-6 Special Education teacher certification. University of Houston-Downtown "Eduators" Program and Alief ISD have also collaborated to provide TAFE students that are Alief graduates with a pathway to education. The program is focused on improving education in urban districts. Alief is utilizing this partnership to "grow your own" teachers by recruiting Alief graduates that participated in the TAFE program. Students will be eligible for paid student teacher/clinical practice in Alief and the district will look to place them in a teaching position upon graduation and completion of the state certification process.

- a. We have engaged in residency partnerships for over five years.
- b. We have placed 12 applicants per year.

6. c. If applicable, describe your practices for shared governance, or the review of residency program data to inform shared decision-making about teacher candidate and host teacher supports. How often do you meet with your EPP partners to review this data? As a partnership, how do you manage follow-up and response to data? If the partnership is new, describe what plans you and the EPP have for the questions above. d. Describe any other key features of your partnership's progress toward building a residency program.

- c. We meet with our EPP partners once a month to review data. As a response to feedback shared during the monthly EPP meetings, all data is shared with principals and suggestions or changes are implemented right away.
- d. Alief ISD and the EPP faculty have open communication and conduct regular check-ins with HR staff, mentor teachers, and residents. We also ask the EPPs to offer their teacher residents as much choice as possible, including what grade levels they wish to complete their residency in and which schools they would prefer to teach at, and we try to honor that request based on mentor availability.

7. 4. Commitment to shared communication: Describe how you will maintain strong communication throughout the design and implementation of the sustainable teacher residency program with your EPP partners and your technical assistance provider. a. How will you demonstrate evidence of communication and ongoing engagement with your partner and provider? b. If this is an existing partnership, what shared processes or norms do the LEA staff and EPP faculty currently have in place in order to address issues with residency (e.g., challenges for residents, host teachers, school sites, etc.)? c. If this is a new partnership, how does the LEA plan to work with the EPP to manage issues that arise with residency (e.g., challenges for residents, host teachers, school sites, etc.)?

- a. Alief ISD will continue meeting monthly with our partner and provider, and as needed if any issues arise.
- B. The EPP faculty and the Director of HR at Alief have open communication. EPP faculty can contact Alief ISD HR administrators through email, text or phone call, as needed, to address any issues within 24-48 hours.
- c. The EPP faculty and the Director of HR at Alief will establish the same open communication that we have with our existing EPP faculty. EPP faculty will be able to contact Alief ISD HR administrators through email, text or phone call, as needed, to address any issues within 24-48 hours.

8. If needed, use this space to continue the previous response. Enter N/A if the additional space is not needed.

N/A

9. 5. If you have previously engaged in Strategic Staffing or previously received Texas COVID Learning Acceleration Supports (TCLAS) Decision 5 or the 23-25 Strategic Staffing grants, describe your plans for this grant. a. What data is driving the decision to engage in another cycle of design and implementation of Strategic Staffing? b. What new instructional needs have arisen? c. What are your goals for this second round of design? The second year of implementation? If your district has not previously engaged in Strategic Staffing, please enter N/A.

- a. The site visit data and interviews with candidates has indicated that Alief ISD needs to conduct a redesign 2.0 to meet all the needs of the residents which requires more training and site visits to ensure proper support.
- b. There has been an increase in the shortage of certified teachers, specifically in high-need areas like Bilingual and Special Education. This shortage impedes educational opportunities for students. Lack of sufficient, qualified teachers and staff instability threaten students' ability to learn and reduce teachers' effectiveness.
- c. To create a sustainable system that offers support to the residents and mentors which includes campus visits with feedback on a more consistent basis, such as at least once every nine weeks grading cycle.



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Program Description PS3014 - Program Narrative

10. If needed, use this space to continue the previous response. Enter N/A if the additional space is not needed.

N/A

11. 6. For districts/charters that have engaged in an Effective Schools Framework (ESF) diagnostic process during or before the 23-24 school year, please provide the year the district went through the diagnostic and the priority focus area in the space below. If your district is also taking part in the 23-24 pilot of Texas Strategic Leadership (TSL), please note this here. If this question does not apply you, please enter N/A.

Alief as a district has not engaged in the ESF diagnostic process, individual campuses only.

12. 7. For districts/charters that have engaged in TEA Strong Foundations Implementation during or before the 23-24 school year, please provide the year the district went through the HQIM implementation process. If this question does not apply you, please enter N/A.

N/A



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**Program Budget
 BS6001 - Program Budget Summary and Support**

**Statutory Authority: GAA, Article III, Rider 39, 88th Texas Legislature: Educator Quality and Leadership
 40. Educator Quality and Leadership.**

Part 1 : Available Funding

[View List of SSA Members](#)

Available Funding	
Description	24-26 Texas Strategic Staffing
1. Fund/SSA Code	429
2. Planning Amount	
3. Final Amount	
4. Carryover	
5. Reallocation	
Total Funds Available	



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**Program Budget
 BS6001 - Program Budget Summary and Support**

Part 2: Budget Summary

A. Budgeted Costs		
Description	Class/ Object Code	24-26 Texas Strategic Staffing
1. Consolidated Administrative Funds		<input type="radio"/> Yes <input type="radio"/> No
2. Payroll Costs	6100	
3. Professional and Contracted Services	6200	
4. Supplies and Material	6300	
5. Other Operating Costs	6400	
6. Debt Services	6500	
7. Capital Outlay	6600	
8. Operating Transfers Out	8911	
Total Direct Costs		
9. Indirect Costs		
Total Budgeted Costs		
Total Funds Available Minus Total Costs		
10. Payments to Member Districts of SSA	6493	

B. Pre-Award Costs		
Description	Class/ Object Code	24-26 Texas Strategic Staffing
1. Payroll Costs	6100	
2. Professional and Contracted Services	6200	
3. Supplies and Material	6300	
4. Other Operating Costs	6400	
5. Debt Services	6500	
6. Capital Outlay	6600	
7. Operating Transfers Out	8911	
Total Direct Costs		
8. Indirect Costs		
Total Pre-Award Costs		



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**Program Budget
 BS6001 - Program Budget Summary and Support**

C. Breakout of Direct Admin Costs				
Enter amounts in Direct Admin Costs fields if applicable.				
Description	Class/ Object Code	24-26 Texas Strategic Staffing		
		Program Costs	Direct Admin Costs	Total Costs
1. Payroll Costs	6100			
2. Professional and Contracted Services	6200			
3. Supplies and Material	6300			
4. Other Operating Costs	6400			
5. Debt Services	6500			
6. Capital Outlay	6600			
7. Operating Transfers Out	8911			
	Total			



Organization: ALIEF ISD
Campus/Site: N/A
Vendor ID: 1746000019

County District: 101903
ESC Region: 04
School Year: 2023-2024

SAS#: TSSGAA24

2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

**Program Budget
 BS6101 - Payroll Costs**

Part 1: Total Payroll Costs

Payroll costs entered on BS6001	
Total Payroll Costs	24-26 Texas Strategic Staffing

Part 2: Number and Type of Positions

A. Administrative Support or Clerical Staff	
Position Type	24-26 Texas Strategic Staffing
1. Administrative support or clerical staff (integral to program)	

B. LEA Positions	
Position Type	24-26 Texas Strategic Staffing
1. Professional staff	<input type="checkbox"/>
2. Paraprofessionals	<input type="checkbox"/>
3. Administrative support or clerical staff (paid by LEA indirect cost)	<input type="checkbox"/>

C. Campus Positions	
Position Type	24-26 Texas Strategic Staffing
1. Professional staff	<input type="checkbox"/>
2. Paraprofessionals	<input type="checkbox"/>
3. Administrative support or clerical staff (paid by LEA indirect cost)	<input type="checkbox"/>

Part 3: Substitute, Extra-Duty, Benefits

Substitute, Extra-Duty, Benefits	
1. For schoolwide personnel (includes staff salary, extra-duty pay/beyond normal hours, and substitutes for staff positions at schoolwide campuses)	<input type="checkbox"/>
2. Extra duty pay/beyond normal hours for positions not indicated above	<input type="checkbox"/>
3. Substitutes for public and charter school teachers not indicated above	<input type="checkbox"/>
4. Stipends for positions not indicated above	<input type="checkbox"/>

Part 4: Confirmation of Payroll Requirements

Confirmation of Payroll Requirements
1. <input type="checkbox"/> The grantee certifies the federally funded portion of this position and duties are reasonable, necessary, allowable and allocable under the applicable federal fund source. The grantee further certifies that it is in compliance with the federal supplement, not supplant provision applicable to each federal fund source. The grantee assures the grant-funded portion of this position and duties meet the purpose, goals, and objectives of the federal fund source. Documentation must be maintained locally by the grantee that clearly demonstrates the allowable and supplemental nature of the position, as required by each federal fund source, and will provide such documentation to TEA upon request.



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2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

**Program Budget
 BS6201 - Professional and Contracted Services**

Part 1: Professional and Contracted Services

Budgeted Costs		
Description	Class/Object Code	24-26 Texas Strategic Staffing
1. Rental or Lease of Buildings, Space in Buildings, or Land	6269	
2. Professional and Consulting Services	6219 6239 6291	
Subtotal Professional and Contracted Services Costs		
Remaining 6200 Costs That Do Not Require Specific Approval		
Total Professional and Contracted Services Costs		

Part 2: Direct Administrative Costs

Part 2 Breakout of Direct Administrative Costs is hidden because it does not apply to the funding source(s) for this grant application.

Part 3: Itemized Professional and Consulting Services

Itemized Professional and Consulting Service (6219, 6239, 6291)	
Description	24-26 Texas Strategic Staffing
1. Service: <input type="text"/>	
Specify Purpose: <input type="text"/>	
<input type="button" value="Add Item"/> <input type="button" value="Delete Item"/>	
Total Professional and Consulting Services Costs	



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**Program Budget
 BS6401 - Other Operating Costs**

Part 1: Other Operating Costs

Budgeted Costs		
Description	Class/ Object Code	24-26 Texas Strategic Staffing
1. Out-of-State Travel for Employees LEA must keep documentation locally.	6411	
2. Travel for Students to Conferences (does not include field trips) Requires pre-authorization in writing.	6412	
3. Educational Field Trips LEA must keep documentation locally.	6412 6494	
4. Stipends for Non-employees other than those included in 6419 Requires pre-authorization in writing.	6413	
5. Travel Costs for Officials such as Executive Director, Superintendent, or Board Members Allowable only when such costs are directly related to the grant. If Out-of-State Travel, LEA must keep documentation locally.	6411 6419	
6. Non-Employee Costs for Conference Requires pre-authorization in writing.	6419	
7. Hosting Conferences for Non-Employees LEA must keep documentation locally.	64xx	
Subtotal Other Operating Costs		
Remaining 6400 Costs That Do Not Require Specific Approval		
Total Other Operating Costs		

Part 2: Direct Administrative Costs

Part 2 Breakout of Direct Admin Costs is hidden because it does not apply to the funding source(s) for this grant application.



Organization: ALIEF ISD
Campus/Site: N/A
Vendor ID: 1746000019

County District: 101903
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2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

Program Budget
BS6501 - Debt Services

Part 1: Subscription-Based Information Technology Arrangement (SBITA) and Capital Lease Liability Costs

Budgeted Costs		
Description	Class/ Object Code	24-26 Texas Strategic Staffing
1. SBITA Liability - Principal	6514	
2. SBITA Liability - Interest	6526	
3. Capital Lease Liability - Principal	6512	
4. Capital Lease Liability - Interest	6522	
5. Interest on Debt	6523	
Total Debt Service Costs		

Part 2: Description of SBITA

Subscription

1. SBITA Description:

Subscription Cost:

Fund Source: Contract Start Date: Contract End Date:

Part 3: Description of Property

Property

1. Property Description:

Property Value:

Fund Source: Contract Start Date: Contract End Date:



Organization: ALIEF ISD
Campus/Site: N/A
Vendor ID: 1746000019

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2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

Program Budget
BS6601 - Capital Outlay

Part 1: Capital Expenditures

Budgeted Costs	
Description	24-26 Texas Strategic Staffing
1. Library Books and Media (Capitalized and Controlled by Library)	
2. Capital Expenditures for Additions, Improvements, or Modifications to Capital Assets Which Materially Increase Their Value for Useful Life (not ordinary repairs and maintenance)	
3. Furniture, Equipment, Vehicles or Software Costs for Items in Part 2	
Total Capital Outlay Costs	

Part 2: Furniture, Equipment, Vehicles or Software

Items

1. Generic Description: Number of Units:

Fund Source: Total Costs:

Describe how the item will be used to accomplish the objective of the program:

Add Item

Delete Item



Organization: ALIEF ISD
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2024-2026 Texas Strategic Staffing Grant for Sustainable, Paid Teacher Residency Program

Provisions Assurances CS7000 - Provisions, Assurances and Certifications

Provisions, Assurances and Certifications	
1. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all General and Fiscal Guidelines.	General and Fiscal Guidelines
2. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all Program Guidelines.	Program Guidelines
3. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all General Provisions and Assurances requirements.	General Provisions and Assurances
4. <input checked="" type="checkbox"/> I also certify my acceptance and compliance with all Debarment and Suspension Certification requirements. I certify I am not debarred or suspended.	Debarment and Suspension Certification
5. Choose the appropriate response for Lobbying Certification: a. <input checked="" type="checkbox"/> I certify this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance and compliance with all Lobbying Certification requirements. b. <input type="checkbox"/> This organization spends non-federal funds on lobbying activities and has attached the required OMB Disclosure of Lobbying Activities form, as described below. Instructions for completing and attaching the Disclosure of Lobbying Activities form. <ul style="list-style-type: none">• Print and sign the form.• Scan the signed form and save it to your desktop.• Click the Attach Files icon on the Table of Contents page to attach your signed form to this eGrants application.	Lobbying Certification
6. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all Program-Specific Provisions and Assurances requirements.	Program-Specific Provisions and Assurances

SSA Funding Report

Region	County District	Organization	ADC Submitted Date								
				R:	R:	R:	R:	R:	R:	R:	R:
Total:				R:	\$0	R:	\$0	R:	\$0	R:	\$0